

Programme 108.†

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(April to July, 1927.
(September to December, 1927, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM III.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in book used) must be read and narrated.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 66-124. (Selections from *Daniel*, *Ezekiel*, *II. Isaiah*).
The Saviour of the World,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 134-193, with Bible passages from index.

St. Luke's Gospel,* chapters 17-24. *St. Luke* (Revised Version) with notes by E. Wilton South (Cambridge Press, 2/6), may be used.

Optional: (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 44-58, with lessons on Ascensiontide, Whit-Sunday, and Trinity.

For Sunday Reading (optional):

(a) *Life and Voyages of Columbus*, by Washington Irving (Oxford Press, 1/3). (b) *Africa and her Peoples*, by F. Deaville Walker (C.M.S., 2/-). (c) *The Roll Call of Honour*, by A. T. Quiller-Couch (Nelson, 1/9), pp. 99-179.

† The 108th term of work set since the Parents' Union School began.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1927). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Henry VIII.*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject in "Literature," or geography taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read should be followed.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior Grammar*).

First year: *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 123-154, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9). Second year: *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 67-97.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 191-246. Shakespeare's *Henry VIII.** (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury** (Oxford Press, 2/-). Scott's *Monastery** (Nelson, 1/6).

English History.

Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 267-332 (1485-1553), chapters 35-40 inclusive. (Optional), *The Golden Fleece*, by L. S. Wood (Oxford Press, 3/6), pp. 49-89. Begin a chart of the 16th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

Teacher will find useful *Life and Work of the People of England* (16th Century), by D. Hartley and M. Elliot (Batsford, 4/6).

General History.

Saints and Heroes of the Western World, by M. O. Davis (Oxford Press, 2/6), pp. 99-131 (Erasmus, Luther, Savonarola),

or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 134-157 (1483-1547). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 159-183.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: Egyptian Art. The following may be used: *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6), lessons 2 and 3 (with post-cards, p. xxi.); British Museum, *Guide to the Egyptian Collection* (Oxford Press, 2/6); British Museum Post-cards, Series 33-36 (Oxford Press, each 1/-).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 118-139. *Hellas, the Forerunner*,* by H. W. Household (Dent, 3/6), chapters 1 and 2. North's *Plutarch's Lives: Alcibiades** (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book V.** (Kegan Paul, 5/-), pp. 161-172, 268-300 (S. Africa, Polynesia, Australia, New Zealand). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 358-403. Geikie's *Physical Geography** (Macmillan, 1/9), sections 103-147. Philip's *Modern School Atlas of Physical, Political and Commercial*

N.B.—Members using *Ambleside Geography Book IV.* instead of Book V. may take pp. 98-141, 294-297 (Switzerland, Italy), with the *Reconstruction of Europe* (P.N.E.U. Office, 9d.).

*Geography** (7/6), maps and letterpress must be used in connection with Ambleside Book V., *Whitaker's Almanack* (1927), (6/-), is also useful.

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.¹

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-) pp. 89-135. *The Study of Plant Life*, by M. C. Stopes (Blackie, 6/-), pp. 72-85, 104-122. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., climbing plants, summer birds, eclipse, etc., see *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

¹ Overseas members see special leaflet.

General Science.

*A Voyage in Space**, by H. H. Turner (S.P.C.K., 7/6), pp. 192-248. *The Fairyland of Science*, by A. Buckley (Macmillan, 6/-), pp. 1-51.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Botticelli (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, April, 1927, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French.¹ (See N.B. 3.)

Nouveaux Pas en Français,* by M. Chapuzet and W. Daniels (Harrap, 2/6), lessons 12-23, inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Nos Enfants*, by Anatole France (Hachette, 2/-), pp. 1-9; parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

*Gradatim** (Longmans, 2/-); translations 81-86 (inclusive), for narration, taking necessary grammar from Dr. Smith's *First Latin Course** (Murray, 4/-), e.g., sections xxix. and xxxi, and Infinitives of "sum," "capio," and the four Conjugations.

¹ Schools may substitute the national language.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 13-15 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.¹ (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 7-10, taking only necessary grammar. Learn sentences on p. 217. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 32-58, or continue. Quick mental exercises. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VI. (Teacher's Book, 1/4). Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 71-77, 96, 97. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 59, 60, 64-66, 104, 105.

Drawing.

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-).

Illustrate six scenes from literature. Studies in colour. Sketches from nature. Memory drawings of out-door scenes and places. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Chopin and Haydn, see May *Parents' Review*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term VIII.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalm 102 and a hymn. A scene from *Henry VIII.*, or, two poems from *A Book of Verse*, by Sir H. Newbolt (Bell, 2/-).

¹ Schools may substitute the national language.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Scott's poems* (Oxford Press, 3/6): read from *Marmion*. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 333-364. Manning's *Household of Sir Thomas More** (Dent, 2/-).

Music.

Choose and learn a suitable composition from the works of Chopin or Haydn.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). For unaccompanied singing: *A Book of British Song*, edited by Cecil J. Sharp (Murray, 2/-); see *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17-20 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or; separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Cricket. Tennis.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6): make six models. *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ambleside students take House of Education models.), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Woven Raffia fabrics: Dryad Sheet No. 10 (6d.). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. *Constructive and Decorative Stitchery*, by L. G. Foster

(3/6): make a garment. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—Pupils should spend two years in Form III. (average ages 12 and 13).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares: special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Describe shortly two events in the reign of Nebuchadnezzar. What part did Daniel play in each?
2. Give an account of Ezekiel's vision in the Valley of Bones.
- II. 1. (a), "Increase our faith"; (b), "What shall I do to inherit eternal life?"; (c), "Receive thy sight"; (d), "The Lord hath need of him"; (e), "By what authority doest Thou these things?"; (f), "Why tempt ye Me?" Give the context in three cases.
2. How did our Lord gradually reveal Himself to the two disciples going to Emmaus?
3. How may we suppose the disciples who saw the Transfiguration described it?

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Readings from Indian History, page 5, "You can understand . . . shore."

Composition.

1. Write in verse (which must scan), otherwise in prose, upon one of the following,—(a), "The White Lady of Avenel," (b), Columbus, (c), Ragnarok, the Twilight of the Gods, (d), Livingstone.
2. A letter (a), as from Margaret Roper describing a visit from Erasmus, or, (b), describing the eclipse, or, (c), describing the home-coming of the Duke and Duchess of York.

English Grammar.

1. Analyse, parsing the words in italics,—
“The captain *up* and down the deck
Went striding to and fro;
Now *watched* the *compass* at the wheel,
Now *lifted* up his hand *to feel*
Which way the wind *might blow*.”

(Senior English Grammar.)

2. Show by examples that “the work of the Noun in a sentence determines its case.”
3. Give examples in sentences of three personal and three relative pronouns. What difficulties occur in the right use of pronouns?

or, (Junior English Grammar.)

2. Make six sentences containing relative pronouns; name (1) the antecedent, (2) the case, of each pronoun.
3. Make sentences giving examples of (1) an adjective clause, (2) a noun clause, (3) an adverb clause.

Literature.

1. What do you know about the beginnings of the English theatre?
2. “It was the times that made Sir Thomas More write his book *Utopia*.” Explain, and give some account of the book.
3. Make a list of the poems you have read (not learned by heart) this term, including the cantos of *Marmion*. Write the substance of two short (or one long) ones, quoting lines where you can.

English History.

1. “As long as Henry VII. could get money without asking Parliament for it, he was really master of the country.” By what ways did the King get money, and how did he spend it?
2. “The battle of Flodden sprang from the quarrel between Henry VII. and Louis XII.” Explain this, and give some account of the battle.
3. Give some account of (a), the “New Learning” under Erasmus, Colet and More, or, (b), the Medieval Craft Guilds.

General History.

1. Describe the struggle for power between Francis I. and Charles V. Dates.
- or, 1. Write a short sketch of Savonarola. Dates.
2. Give some account of Baber “the Lion” in India, as described in his own memoirs.
3. Give a list of the drawings you have made in your Century Book in connection with Egyptian Art. Write notes, with drawings, on two of the objects belonging to the time of Rahotep and Nefert.

Citizenship.

1. (Only for children who have read *Ourselves*.)

“Our loyalties come to us with our duties,” Mention some of the loyalties that are due from each of us, and illustrate from the books you have read this term.

2. “Socrates’ love and following of young men was indeed a thing sent from the gods.” Tell two stories to show that Alcibiades valued it.

3. Write a brief account of King Minos and the civilisation of ancient Crete.

Geography.

1. What does the name Polynesia include? Indicate by a rough sketch map. Give a short general description of the islands and their inhabitants,

or, 1. Give a rough sketch map of Italy, putting in the physical features and chief towns. Describe briefly (a), the plain of Lombardy, (b), the Maremma, (c), two of the cities of Italy.

2. Describe, with a rough sketch map, the voyage of the Vega in search of the North-East passage.

3. How are springs formed? Diagrams.

Natural History and Botany.

1. Describe, with drawings, how the following flowers are adapted to help in the formation of fruit,—harebell, wild rose, speedwell, violet, buttercup.

2. Describe, with a diagram, the skeleton of a snake, showing (a), that it is a creature of lower structure than a lizard, and, (b), that it is thus better adapted for its mode of life.

3. Write full notes on (a), four migrant birds whose habits you have watched. or, (b), the “finds” you made in a nature walk.

General Science.

1. Describe, with a diagram, (a), the cause of a total eclipse of the sun, or, (b), the total eclipse of June, 1927, if you saw it.

2. What is a sunbeam? Explain, with a diagram, the effect of a prism on a ray of light.

Picture Study.

Describe “The Nativity,” by Botticelli.

French.

1. Give an account in French of (a), Jean’s birthday, or, (b), describe how Fauchon spent a day with her grandmother.

2. Make 12 French sentences describing the work on the land for January to December next year (future tense).
3. Use the following in sentences,—les miens, la tienne, les leurs, la vôtre, les siennes, le sien.

Latin.

1. Write the 3rd person plural of the following tenses,—Imperfects Indicative and Subjunctive of "possum," "volo," and "eo"; Future Indicative of "possum" and "fio."
2. (a), Translate Gradatim, No. 86 to "proprium est."
(b), Write a narration of (a).
3. Translate: (1) The lion was made king by the animals.
(2) After dinner the farmers came to the king. (3) Within a few days they will come to Britain from Gaul.

German.

1. Name as many objects as possible in the picture on p. 59 (Siepmann). Write three sentences about *Der Graf*.
2. Use in sentences the adjectives *schön*, *reich*, *klein*, with masculine and feminine nouns.

or, Italian.

1. Write six Italian sentences which would be useful at meals or on a journey.
2. Translate Exercise IX, (p. 32, *Perini*), "John found this letter . . . will draw."

Arithmetic.

1. Divide 73.0875 by .125.
2. Find the greatest number by which 1179 and 841 can be divided so as to leave remainders 3 and 1 respectively.
3. Simplify; $2\frac{1}{3} - 1\frac{1}{11} + 5\frac{2}{9} - \frac{5}{22}$

Geometry.

1. Bisect a given straight line. Give proof.
2. If two triangles have two sides of one equal to two sides of the other, and if the angles opposite to one pair of equal sides are right angles, the triangles are congruent.
3. In a triangle ABC angle ABC is greater than angle ACB. D, any point in the base, is joined to A. Prove AD less than AC.

Algebra.

1. Add together $\frac{2}{3}x - \frac{4}{5}y + \frac{1}{6}z$; $-x + 2y - \frac{1}{2}z$ and $\frac{5}{3}x - \frac{7}{5}y + \frac{1}{3}z$ and multiply the result by $\frac{4}{3}x + \frac{1}{5}y$.
2. If $a=7$, $b=12$, $c=18$, find the value of $\sqrt{\frac{4bc}{6a^2}} - \sqrt[3]{\frac{8ab}{7c^2}}$
3. Plot the graph of $y-2x=5$, and from the graph read off the value of y when $x=-3$.

Painting. (All work should be done with brush and in colour.)

1. A memory sketch of an out-door scene.
2. An original illustration for *The Monastery*.

Musical Appreciation.

(Oral.)

1. Can you hum, whistle, or pick out on the piano any three airs from Chopin's works? If so, name each.
2. What works by Haydn have you heard? Do you know anything about his life?

Recitations.

Father to choose two Bible passages and a poem, or, a scene from *Henry VIII*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Report progress.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.